



- the lack of any to whom Mr. Ruffin might  
 without there as, & who is somewhat less  
 than he might be, so could in his nature  
 so & moral in his principles, & good in  
 his interests, & courage if not come in  
 his choice of pleasures, & with such  
 good fellow & bottom. He might have been  
 taught in school to at least his powers,  
 to come into the enjoyment of the fine  
 mind that is in him, but in school  
 (P. 48 + 49 - discipline)

What does his curriculum do for the boy?  
 Let us again turn Mr. Pater's 42-44 chapters.

The very faults of his qualities multiply  
 the work of the teacher. He does wonders, but  
 failing is that he does too much. (P. 46 & 47, 48)

The author of *Reasons the Rindges put on*  
 duty begins - with much force - (177)

And again he takes us with the patchy of the  
 school work. (172)

There is a depressing prospect of piecemeal  
 in the future; we all applaud Mr. Fisher's  
 bill, are convinced that every boy & girl  
 should be receiving education until

The sixteenth, possibly the eighteenth  
year of life has been passed. A wave of  
generous feeling has passed over the  
nation and employers are willing to support  
the law and grant eight hours ~~a week~~  
out of every wage-earning week to be devoted  
to his further education; that is, one-sixth  
of the time for which any pay wage is made  
over as a free gift in the interests of education.

It is said that the increased output of  
the remaining forty hours will pay the masters  
for their act of generosity - that they will  
be the gainers in the end; and if the  
eight hours be spent in making the  
young people more reliable, intelligent  
& responsible persons, no doubt the  
masters will reap the reward due to their  
generosity.

But there are rocks ahead. The only way of  
taking full advantage of this provision is to make  
this an eight hours working day. Now, as the



The University upheld his claim; the various professions about and with whom <sup>he was connected</sup> ~~he was connected~~ were in <sup>unanimous</sup> ~~unanimous~~ agreement to his position.

What pin up service means to these  
 his fellow-citizens is magistrates, <sup>members of</sup> church  
 warden committees, <sup>and</sup> special constables  
 (when needed) + night patrol. Members of  
 Parliament: holding service as an honour  
 + as proud as was <sup>1</sup> to visit T. B.  
 after their names. The enormous  
 amount of voluntary service rendered on  
 last days throughout the <sup>empire</sup> ~~country~~ fully  
 justifies the Universities in their  
 reading of this peculiar promotion  
 imposed on them. But not only so,  
 generous, disinterested work can never  
 be paid for, some great statesmen, churchmen,  
 soldiers + civil servants have done their  
 duties over + above the 'board'.

To secure this same splendidly devoted  
 voluntary service from all classes is the  
 task set before us as a nation; a task so  
 more easy because we have all seen  
 it fulfilled in the War, when every man  
 was a hero. Now is it not the part that

The Army proved itself an unequalled training  
for our men. Giving them increased knowledge  
of broad and narrow, lofty aims, clarity and  
discipline, along with the finest physical  
culture? So much so, that instead of going  
on from where they were left off, we have to be  
on the watch against retrograde movements?  
physical, moral, intellectual. The downward  
grade is at hand & we all know how easy!  
We cannot afford another generation for the  
education of our people, but we must  
in some way supply the "University" element;  
& Mr. Fisher's plan - all - points out the way.

The young people are for four years, (a proper  
academic period) to under influences which  
should make for sweetness & light. But  
we must keep to the academic ideal; all  
preparation for specialized industries should  
be later. Special training toward engineering  
or other special work is quite unnecessary  
for every manufacturer knows that the first  
man a "lifelaid" who will soon be turned  
into a good workman in the works themselves.



The efforts of technical schools & the like are not  
 really prized by the heads of firms & for an  
 technical knowledge, they expect to get  
 boys or employed from them, it is for  
 the off chance that they may meet out  
 intelligent & apt, rather than for what they  
 know beforehand of the business. There is  
 no more reason for treating the Copenhagen  
 School as the People's University, & absolutely  
 eschewing all money. making art &  
 crafts. Denmark & Scandinavia have  
 built this generous policy federating  
 young people, not according to the requirements  
 of their trade but according to their natural  
 capacity to know & their natural desire  
 for knowledge. That desire to know history  
 poetry, science, art, which is the natural  
 heritage of every man, & the success of  
 the experiment in these now many years  
 old, is an object-lesson for the rest  
 of the world.

Germany has pursued a different

ideal. Her efforts, too, have been greatly  
 impeded by the ideal of utility, & if  
 we could remember the lesson, the war  
 showed us how fatal is an education  
 which affords no moral or intellectual  
 uplift, no motive higher than the learner's  
 own advantage. Germany became morally  
 bankrupt (for a season let us hope), not solely  
 because of the war, but as the result of an  
 education which ignored the things of the  
 spirit; or gave them a nominal place &  
 poor rendering in a utilitarian syllabus.

Let us hear that educational apostle of  
 the north, Grundtvig, the "Father of the People's  
 High Schools": - "There must be most life, then  
 to the nation; and to establish an area of life  
 to the people, he laboured to secure a Danish  
 high school, accessible to young people all over  
 the land, which should inspire "admiration for  
 what is great; love for what is beautiful, faithful  
 and affection, peace, unity, innocent cheerfulness  
 pleasure in work." There is no word of



Efficiency in this poet's dreams, & his  
aims are rather those of a University than  
of an ordinary school. He ~~is~~ <sup>is</sup> ~~very~~ <sup>is</sup> encouraged  
to face the fact - boldly that - it is a People's  
University we should aim at; a University  
without its thousands of colleges up & down  
the land, each of them, the 'Continuance'  
School' (the name is not inviting). For some  
one neighborhood.

But it will be argued, the highest matter of a  
Univ. Ed. is conveyed <sup>in the modern part -</sup> through dead languages, Latin  
& Greek; and our contention is, that however  
much the literature preserved in these  
languages, we cannot honestly allow our English  
literature to take a second place to any other; ~~that~~  
therefore, whatever Sophocles, Thucydides, Virgil,  
has it in them to do towards our highest education  
may be expected more readily by Milton, Shakespeare,  
Bacon - a multitude of great thinkers who  
are our great past writers. Having conveyed in  
our common speech is easier of course by  
than that - conveyed in a dead language; & then

Each will help us deal with the modernity of the  
 present education. With absolute attention we can  
 do a few days with the new year, 1000  
 hours in our 'popular' 'four years' course, but  
 only if we go to work with the certainty that the  
 young students receive knowledge of this kind, that  
 they read with absolute attention, that, having  
 read, they know well enough the importance  
 for further speaking which the act of translation  
 offers.

The attention is, some times concentrated, some  
 as <sup>that</sup> indicated in Robinson Crusoe, - a year's work,  
 soap, its manufacture, ingredients, the soap trade,  
 soap transport, the uses of soap, how to make  
 out a 'soap' narrative, the costs of soap - from  
 all infinitesimals. Each process in the iron, cotton  
 woollen, nails, printing, engines, buttons - each  
 process in each of our thousand & one manu-  
 factories will offer its own ingenious Concentration  
 scheme. The advocates of utilitarian education  
 will be satisfied, the young students will  
 be kept busy & to some extent, will  
 use their wit all the time, with the result

Some say

preparation

A century ago, when a movement in favor  
of adolescent education agitated Europe, we  
were devastated by the Napoleonic wars, &  
England took our part; the current easily  
divided into the Liberals, the Spiritualists  
& the material, on one side & the education,  
& England, already great in manufactures,  
went with the first, followed by Germany,  
France, Switzerland, while the Kantian  
group of countries learned at the lips of the  
"father" of the schools that:— Spirit is my life;  
spirit reveals itself in spirit; spirit works  
only in freedom? W. see the apostrophe  
to education spirit education in the Manual  
schools on the one hand, & in the method of the  
Germans among on the other, & we are  
slow to learn the lesson because we have  
set up the latest word of efficiency in the  
work within our private pantheons which should  
be occupied by personality; we haven't thought  
about the uses of the young person to society;  
as for his own uses, what he should do for  
— for himself, why, what matters? Because, dear  
we, if we put him to learn his thing, we put him



to be of service to the world. subd - better  
 can we do for him personally? he  
 says that it is written "Man shall not live  
 by bread alone, but by every word that  
 proceedeth out of the mouth of God shall  
 man live; whether it be spoken in the day  
 of religious truths of religion, poems, pictures,  
 scientific discovery or literary expressions;  
 By these things men live and live  
 is the life of the spirit. The spiritual  
 life requires the food of ideas <sup>for</sup>  
 its daily bread; and, since that matter  
 we shall find that, as a well known  
 Benedict's professor remarked, incommensurably  
 on the excellence of Sir David's letter -  
 that, - "just as the enrichment of the soil  
 gives the best conditions for the seeds sown  
 in it, so a well provided humanistic  
 training provides the solid basis for  
 man's capacity, and the seed of  
 in the case of the coming generation."

\* See Introduction to the Letter by Dr. H. T. Barker  
 published by the University of Chicago, 1920

But - we have a prospect of us now; it was  
this part of my analysis of getting the future's  
words of wisdom: - (cont. Chas. P. V)





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reach that - Clementine, in Latin (of which  
French also, was distinguished.

If we can succeed in elaborating a  
standard which every boy & girl of a given  
age should reach in a given range of subjects  
we shall give a fair chance to the average  
boy & girl and will not be especially unduly  
young people will succeed: also, we shall  
not lose the anomaly of a boy who has  
had no social advantages being far ahead  
of the boy who has had every social advantage,  
except in the two or three subjects in which  
the latter has specialized.

iv. Labour under the mischiefs of supposing  
that there is no material law or inherent  
principles according to which a child's  
course of studies should be regulated.  
As we have seen that thing, which, according  
to Locke, is becoming for a gentleman  
to know, on the one hand, & on the other  
as into of reading, writing & arithmetic, that  
is every not only our children's studies  
but the cases, the education of a girl is  
entirely different, our under-education for

the proper course, or for a comprehensive  
 calling, with efforts in the latter case  
 to make a safe education less directly  
 in his words.

But what if in the very nature of things  
 we find a complete curriculum suggested?  
 "The human race has lost its title-deeds,"  
 said Voltaire, "and indeed has been going  
 about ever since to recover them, but Education  
 is still at sea. Voltaire's epigrams hold  
 forth. We have not found our title-deeds  
 & the children are a prey to any notions  
 current at the pleasure of summer fads.  
 Their peculiar province. As has been said  
 the highest aim we have is to educate  
 them for their uses to society, while every  
 pedagogue is free to go as he pleases. Hence  
 there is no title-deed with which to compare  
 him. The saying may be, though a fool  
 should be able to answer the teacher who  
 would educate his children on practical  
 movement or even on Shakespeare's plays  
and nothing else. Education, to, falls under

The economic ~~land~~ of supply & demand is  
 only the demand should come from a  
 child - born and from teachers & parents.  
 But how can this demand be to become  
 articulated? This is a point that requires  
 some study because the answer depends  
 on a survey of the conditions which we  
 know up as "business matters," a whole  
 whose possibilities are infinite & impossible.  
 Various, not <sup>one</sup> in a person, the child  
 of a distinguished family, but is every  
 child of the streets.

(99)  
 A small boy living in Japan seemed to  
 "I wish I was Mother, learning all these things!"  
 Everything seems to fit into something else!  
 The boy had not found out the whole secret -  
 Everything fitted into something within himself  
 + he found that "things are made right!"



Dear friends & fellow-workers

<sup>allow me</sup> May I send you my cordial  
 greetings & good wishes for the success  
 of your Conference?

We have ~~just~~ lately had the great pleasure  
 & privilege of a visit from your ~~son~~ "Lester W.  
 Lonscholtz" & surprised him with a  
 list of fifty - flower-geranium school,  
 doing <sup>Reb's</sup> ~~Christ's~~ work! The student has kept  
 the 'Glossy jubilee' by planting a young oak  
 whose growth we shall mark, so you will  
 perceive that we know something of your  
 & your work & that our interest in your  
 Conference is ~~very~~ cordial & hopeful.

A passage from a letter received  
 this morning from a gentleman who was  
 present at our "Wholly fathering" - now on  
~~board ship~~ the staff of the Director of Coll.  
 for Durham Co, but until lately had been  
 of a large Eng. Lab. working <sup>the Reb's programme</sup>

Suggests to us three things that I wish  
to say to you: - (Latter)

We all do to feel it a privilege to  
co-operate in widening the horizon of the  
worker's child, we have read <sup>the late</sup> stories of our  
young prince brought up as a plebeian, &  
at least emerging into all the glory &  
delight of his proper position: ~~substantially~~  
<sup>that is</sup> suggests that we are labouring to do for the  
children; in widening their horizon, &  
we are giving them with wealth possessing  
more satisfying sense lasting than  
silver & gold. The various letters reports  
that there received from Glasgow: the short  
but you have ~~at~~ caught the note of wonder  
as to the powers & achievements of a child,  
any child. In your frequently emphasize  
the enormous backward children effort.  
Many great <sup>efforts done</sup> - construction - as far  
as history but I think now is more  
important than this, of bringing & child  
into his inheritance. It is useless that by

Proposed

being much, that inheres in earth,  
— already you have learned that "his  
are the mountains & the valleys his  
& the replenished rivers;" that Shakespeare  
& Scott, his country's past-history, the  
miracles of life with long, rich-past pictures,  
perhaps past-miracles, are part of his  
inheritance. Most of your schools  
are under Government inspection so there  
is opportunity of seeing how your children  
progress in the chief of all knowledge,  
the knowledge of God, but no doubt  
your children grow in this knowledge,  
which is so natural to them.

Wonder is my persons is pleased in  
their work as we who are concerned with  
the education of children there are  
we have found out the love of knowledge  
they desire & how to give it to them.

Then, spirit the duty of the "cooperator" with  
hundreds, thousands, of teachers who are  
engaged in this great pursuit of knowledge.



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for their children, knowing that - nothing  
we can do for the community is of great  
value as this of sweeping up the children to  
"think clear, feel deep, hear just well."

My friend writes me of the significance  
of the woman's strike <sup>perhaps</sup> the men's strike  
taking side by side to Winthrop, in no  
adequate attempt at equality, but  
with "a common background of  
intellectual experience joined from the  
same books".

I think we should keep this point  
before us, as nothing should do ~~more~~  
to make a united nation, ~~than~~ <sup>than</sup> ~~providing~~  
arrangement with one hand & ~~belonging~~  
on the other, as this common intellectual  
experience ~~from~~ a deep joy to all who  
have cherished it.

Wm. Burroughs letter comments  
also on "the lack etc."  
You know all about that - your children too  
are your self-consciousness & are  
ready at marriage. I speak with confidence

because the two go together. I could almost  
 narrate without thinking of what he narrates  
 + if he is thinking of something <sup>from memory</sup> else, he  
 cannot be self-conscious.

"Often wonder if we as a nation believe in education.  
 As a nation we should believe in <sup>education</sup> ~~the~~ <sup>the</sup> ~~the~~  
 unnumbered matters commonly taught in  
 schools. or, shall say, matters taught in  
 our universities say: but I think your experience  
 has shown you, as mine has shown me,  
 that people, & this parents for example, are  
 intensely interested in such matters  
 as reach them through the choir words  
 of the best-writers. The writer of the above letter  
 speaks of \$20 being spent in one year  
 by the boys of his (late) school <sup>and</sup> <sup>and</sup> <sup>and</sup>  
 another of the books set: I think that fact  
 shows that as a nation we do believe  
 in education, & we also discern  
 what matters for education.  
 You & I and all who are working with us are

for the cause of education.

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May our Glor. friends from Wexford  
in a course every step of which  
marks definite progress along a road  
where there is no mount looking, no leaning  
for every step and delights in it to themselves  
as we go: where there is good fellowship  
on the way for many of us travel together  
— where we have always the hope of  
completing our immediate benefit on our  
country.